

Chapter Planning Guide

13

Key to Ability Levels

BL Below level

OL On level

AL Above level


ELL English
Language Learners






















Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					FOCUS					
BL	OL	AL	ELL		Daily Focus Skills Transparencies		13–1	13–2	13–3	
					TEACH					
BL	OL		ELL		Reading Essentials and Note-Taking Guide*		p. 123	p. 126	p. 129	
	OL	AL			Citizenship/Decision-Making Activity, URB		p. 3	p. 3	p. 3	
	OL	AL			Economics Activity, URB		p. 5			
BL	OL	AL	ELL		Content Vocabulary Activity, URB*	p. 43	p. 43	p. 43	p. 43	
BL	OL	AL	ELL		Academic Vocabulary Activity, URB	p. 45	p. 45	p. 45	p. 45	
	OL				Biography Activity, URB		p. 47			
BL	OL	AL	ELL		Writing Skills Activity, URB		p. 49			
	OL	AL			Critical Thinking Skills Activity, URB		p. 53	p. 53		
BL	OL	AL	ELL		Chart, Graph, and Map Skills Activity, URB		p. 55			
BL	OL	AL	ELL		Differentiated Instruction, URB		p. 57			
BL	OL	AL	ELL		School-to-Home Connection Activity, URB*	p. 59	p. 59	p. 59	p. 59	
BL	OL		ELL		Guided Reading Activities, URB*		p. 63	p. 64	p. 65	
BL	OL	AL	ELL		Writer's Guidebook	✓	✓	✓	✓	✓
	OL	AL			Primary Source Document Library CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Vocabulary PuzzleMaker CD-ROM	✓	✓	✓	✓	✓
BL	OL	AL	ELL		Daily Lecture & Discussion Notes (in Pres. Plus)		✓	✓	✓	✓
BL	OL	AL	ELL		StudentWorks™ Plus DVD		✓	✓	✓	✓
BL	OL	AL	ELL		Section Video Program		✓	✓	✓	
BL	OL	AL	ELL		TIME Interpreting Political Cartoons Transp.				Ch. 13	
BL	OL	AL	ELL		Writing Process Transparencies	✓	✓	✓	✓	✓

Note: Please refer to the *Unit Resource Book: State and Local Government* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

Levels				Resources		Chapter Opener	Section 1	Section 2	Section 3	Chapter Assess
BL	OL	AL	ELL							
					TEACH <i>(continued)</i>					
Teacher Resources					Building Academic Vocabulary	✓	✓	✓	✓	✓
					Strategies for Success	✓	✓	✓	✓	✓
					Teacher's Guide to Differentiated Instruction	✓	✓	✓	✓	✓
					Graph Tool CD-ROM	✓	✓	✓	✓	✓
					Presentation Plus! DVD	✓	✓	✓	✓	✓
					ASSESS					
BL	OL	AL	ELL		Quizzes and Tests*		p. 152	p. 153	p. 154	p. 155
BL	OL	AL	ELL		Authentic Assessment with Rubrics				p. 17	
BL	OL	AL	ELL		Standardized Test Practice		p. 25	p. 25	p. 25	p. 25
BL	OL	AL	ELL		ExamView® Assessment Suite CD-ROM		13–1	13–2	13–3	Ch. 13
BL	OL	AL	ELL		Interactive Tutor Self-Assessment CD-ROM	✓	✓	✓	✓	✓
					CLOSE					
BL			ELL		Reteaching Activity, URB*		p. 61	p. 61	p. 61	
BL	OL		ELL		Reading and Study Skills Foldables™ Activity	p. 74	p. 75		p. 75	
BL	OL	AL	ELL		Civics Today in Graphic Novel	p. 45	p. 45	p. 45	p. 45	
BL	OL	AL	ELL		Graphic Organizer Transparencies & Strategies	✓	✓	✓	✓	✓

Using the Study Central™ Web Site

Accessing Web Links

Technology Product

The Study Central™ Web site helps you reinforce and enrich your students' understanding of each section by providing direct links to Internet resources related to the section. The Web Links

- are customized for each section of the chapter;
- focus on major people, institutions, and concepts;
- are carefully reviewed to make sure they are accurate and appropriate for your students.

Technology

Web Links help students

- practice their reading and research skills;
- enhance their knowledge of the topics being discussed;
- access useful information on the Internet.

Steps

- Locate the Web page for the textbook being studied (on the Glencoe Web site glencoe.com).
- Click on **Study Central™** under Textbook Resources.
- Click on the **Study Central™** link at the bottom of the page to access the Study Central™ Web site (a new page will open).
- Select a chapter and section using the drop-down arrows and then click **Enter**.
- Click on the **Web Links** tab.
- Click on each link and discuss what is found on the different Web sites.
- Have the students research different topics on the related Web sites and engage in discussions on what they found.

Civics ONLINE

	Student	Teacher	Parent
Beyond the Textbook	•	•	•
Chapter Overviews	•	•	•
Concepts in Motion	•		•
ePuzzles and Games	•		•
Glencoe Teaching Today		•	
Literature Connections		•	
Multi-Language Glossaries	•		•
Online Student Edition	•	•	•
Section Videos	•	•	•
Self-Check Quizzes	•		•
Student Web Activities	•		•
Study Central™	•		•
TIME Current Events	•		•
Vocabulary eFlashcards	•		•
Web Activity Lesson Plans		•	

Glencoe Media Center

glencoe.com

Study-To-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *The City and Its People: The Story of One City's Government*, by Alvin Schwartz

For students at a Grade 8 reading level:

- *Puritans, Pilgrims, and Merchants: Founders of the Northeastern Colonies*, by Kiernan Doherty

For students at a Grade 9 reading level:

- *Adlai E. Stevenson*, by Stuart G. Brown

For students at a Grade 10 reading level:

- *The City in History: Its Origins, Its Transformations, and Its Prospects*, by Lewis Mumford

For students at a Grade 11 reading level:

- *The Rise of the West: A History of the Human Community*, by William H. McNeill

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: What daily activities do you think are governed by local government?

(Answers may include attending school, riding on the school bus, placement of stop signs, playing soccer in the park, drinking clean water, and so on.)

More About the Photo

Visual Literacy Northampton, Massachusetts, was settled in 1654 by Puritan farmers who were attracted to the rich farmland and its location near the Connecticut River. Northampton is known not only for its witch trials and stern preachings from Jonathan Edwards but also for its revolutionary reforms. After the Revolutionary War, farmers were struggling financially and could not pay their taxes. When the state asserted its authority to confiscate farms from delinquent taxpayers, the people spoke up. A group of farmers led by Daniel Shays marched down to the courthouse and let the politicians know this act was unacceptable. This rebellion, known as Shays's Rebellion (1789), was instrumental in prompting a revision of the Articles of Confederation.

Teach

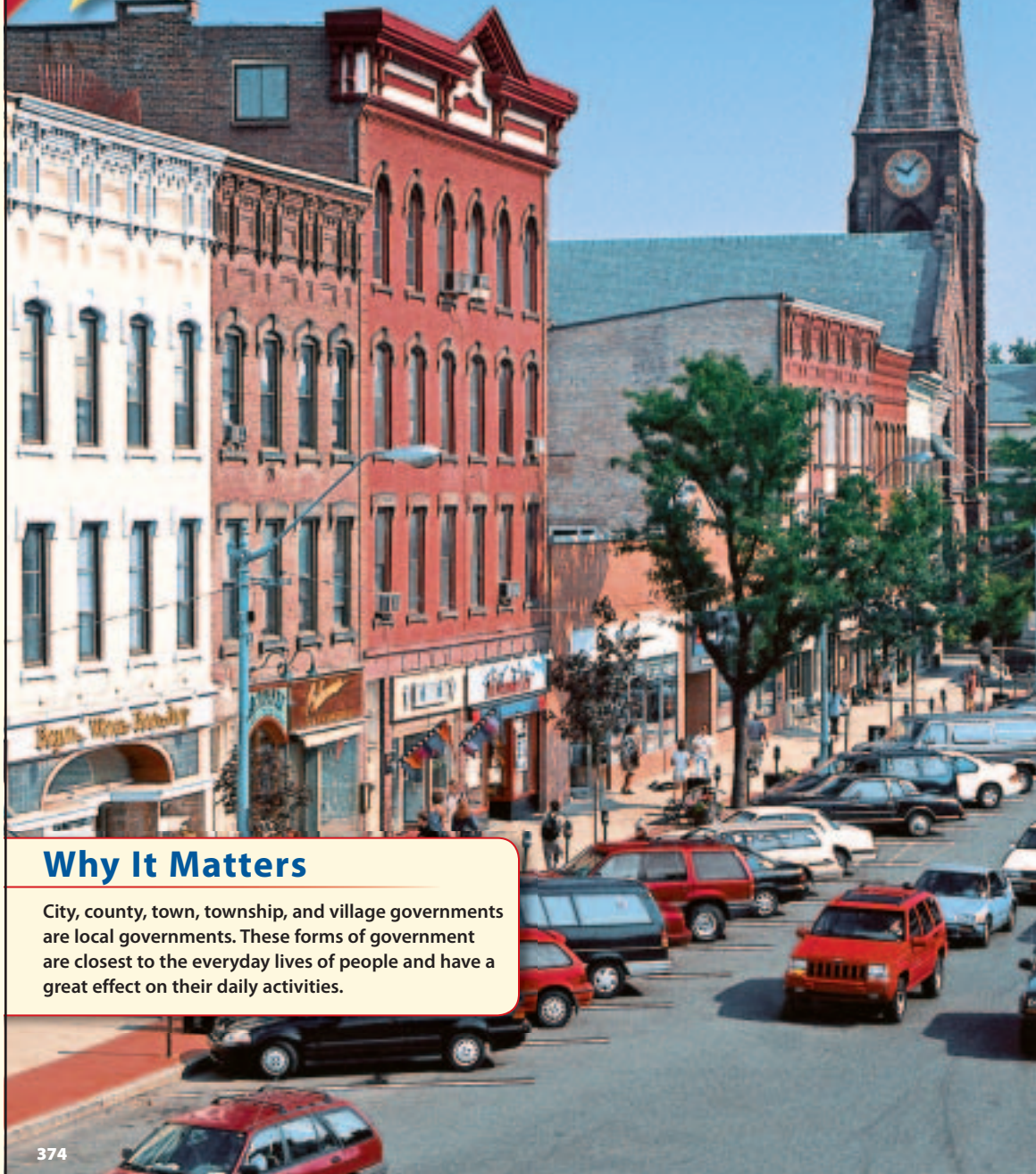
BIG Ideas As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

Section 1

City Governments **Ask:** If national and state governments legislate and enforce laws, what do city governments do?

(They ensure that people receive the services they need, provide local legislation, and protect the people.) Tell students that

Local Government



Why It Matters

City, county, town, township, and village governments are local governments. These forms of government are closest to the everyday lives of people and have a great effect on their daily activities.

Section 1 provides an overview of how local governments are formed and what their duties are. **OL**

Section 2

County Governments **Ask:** Who do you think runs the county? (Answers will vary depending on the county. Usually an elected board runs a county, and the county sheriff enforces local mandates.) Point out that county governments are just as important as city governments, especially in rural areas. Students will learn about the formation of county governments and the services provided by county officials in Section 2. **OL**

BIG Ideas

Section 1: City Governments

People form governments to establish order, provide security, and accomplish common goals. A variety of forms of city government has been developed to meet different needs.

Section 2: County Governments

People form governments to establish order, provide security, and accomplish common goals. County governments somewhat mirror city governments but also meet different needs and provide different services.


Section 3: Towns, Townships, and Villages

Political and economic institutions evolve to help individuals and groups accomplish their goals. Town meetings and township governments developed early in U.S. history and have remained active to the present.

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides the student to understand specific details about local governments. The completed Foldable creates a pyramid to help students identify the details for each different type of local government: city, county, township, and village. **OL**

 More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

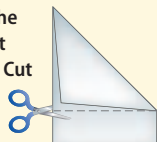
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

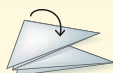
FOLDABLESTM Study Organizer

Identifying Main Ideas Foldable Make the following Foldable to help you identify the main ideas about city, county, and township governments and their responsibilities and roles.

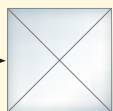
Step 1 Fold down the paper from the top right corner so edges line up. Cut off the leftover piece.



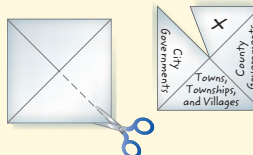
Step 2 Fold the triangle in half. Then unfold the top layer one inch from the left edge.



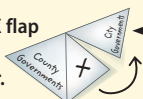
The fold will form an X making four equal sections.



Step 3 Cut on the fold, stopping in the middle. Draw an X on one tab and label the other three as shown.



Step 4 Fold the X flap under the flap and glue or tape together.



This makes a three-sided pyramid.

Reading and Writing As you read the chapter, make note of the details of the different levels of government for cities, counties, and townships. Write a summary paragraph of your details.

Section 3

Towns, Townships, and

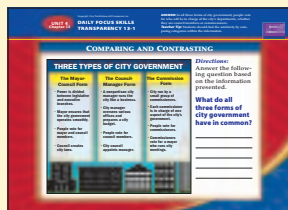
Villages Ask: **What kind of government would you expect to find in a small town or village?** (Students may answer that small towns have fewer people in power. For example, they may just have a mayor who assumes many roles.) In Section 3, students will learn the differences between towns, townships, and villages and what a small community government does. **OL**

Focus



Bellringer

Daily Focus Transparency 13-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about city governments, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

People form governments to establish order, provide security, and accomplish common goals.

Content Vocabulary

- incorporate (p. 377)
- city charter (p. 377)
- home rule (p. 377)
- ordinance (p. 378)
- strong-mayor system (p. 378)
- weak-mayor system (p. 379)
- at-large election (p. 380)
- special district (p. 382)
- metropolitan area (p. 382)
- suburb (p. 382)

Academic Vocabulary

- dominate (p. 379)
- furthermore (p. 379)
- reluctant (p. 379)

Reading Strategy

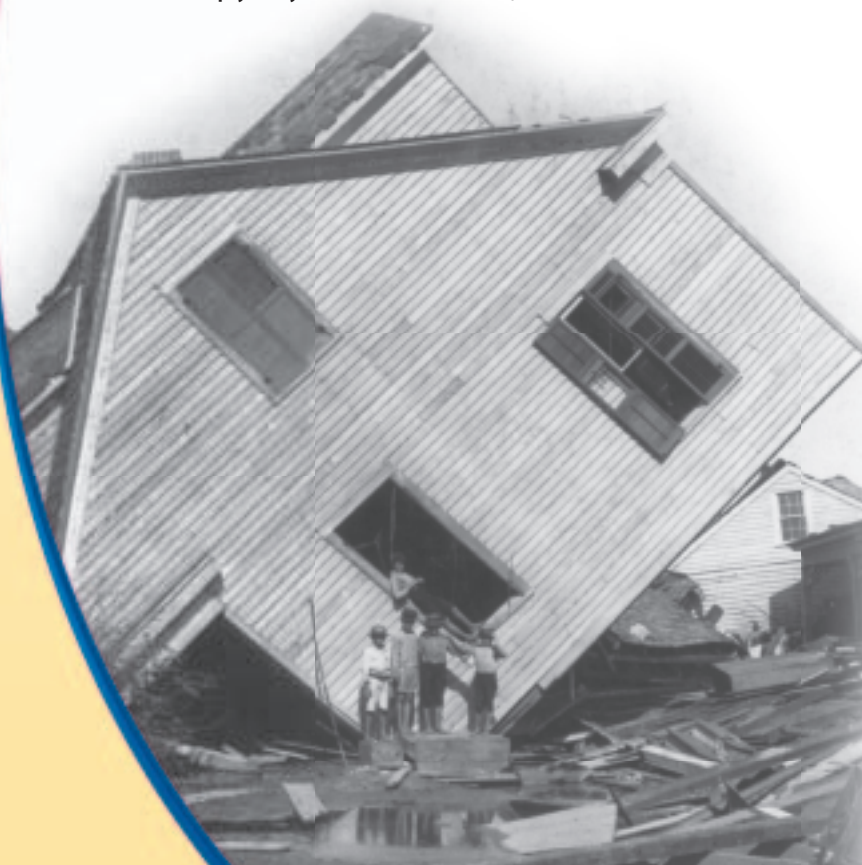
Organizing As you read, complete a web diagram like the one below by listing services that city governments provide.



City Governments

Real World Civics On September 8, 1900, Galveston, Texas, was overrun with water from the Gulf of Mexico. Hurricane winds traveling over 100 miles (161 km) per hour swept through Galveston Island in what residents have often called the “worst disaster” in America. Thousands died. The city rallied immediately. Emergency meetings were called to provide necessary services to residents. The city government then built a seawall and raised the entire city. Engineers and construction workers have made every effort to ensure that this tragedy never happens again.

▼ Topsy-turvy destruction in Galveston, Texas



R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Identifying, p. 377 • Inferring, p. 379 • Defining, p. 382 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 43 • Ac. Vocab., URB p. 45 • Guid. Read., URB p. 63 	Teacher Edition <ul style="list-style-type: none"> • Making Inferences, p. 377, 378 • Drawing Con., p. 380 • Analyzing, p. 381 Additional Resources <ul style="list-style-type: none"> • Econ. Act., URB p. 5 • Biographies, URB p. 47 • Crit. Think., URB p. 53 	Teacher Edition <ul style="list-style-type: none"> • English Learners, p. 380 Additional Resources <ul style="list-style-type: none"> • Diff. Instr., URB p. 57 • Graphic Novel, p. 45 	Teacher Edition <ul style="list-style-type: none"> • Personal Writing, p. 381 Additional Resources <ul style="list-style-type: none"> • Cit./Dec. Making, URB p. 3 • Writing Skills Act., URB p. 49 	Teacher Edition <ul style="list-style-type: none"> • Interpreting a Chart, p. 378 Additional Resources <ul style="list-style-type: none"> • Chart, Graph, and Map Skills, URB p. 55 • Daily Focus Trans., 13-1



Chokoloskee, Florida This city hall houses the various departments of city government. **Identifying** What document grants the power of a local government to become a city?

How Are Local Governments Formed?

Main Idea Local governments are created by the states.

Civics & You What has your city or town government done for you lately? Read more to find out how local governments are created.

The United States has become a mostly urban nation over the past century. In 1900 only about one-third of the nation's 76 million people lived in urban areas. Today about three-fourths of the 300 million Americans do. Although they are the closest units of government to the people, local governments have no legal independence. The U.S. Constitution does not even mention the existence of local governments. They are created by, and are entirely dependent on, the state. State constitutions usually establish the powers and duties of local governments.

The City Charter Most states define a municipality as an **incorporated** place—a locality with an officially organized government that provides services to residents. A city is a municipal government. New cities are created every year as people who live in urban communities incorporate. They do this by applying to the state legislature for a **city charter**, a document that grants power to a local government. A community must meet certain general requirements to obtain a charter. For example, the community may be required to have a population of a certain minimum size. A city charter is much like a constitution, describing the type of city government, its structure, and its powers.

Home Rule For many decades there has been a movement to grant home rule to cities. **Home rule** allows cities to write their own charters, to choose their own type of government, and to manage their own affairs, although they still have to follow state laws.

Reading Check Summarizing How are city governments created?

Reading Strategy

Identifying Ask: Under what authority do local governments operate? (state constitutions) **BL**

Critical Thinking

Making Inferences Ask: Why would cities benefit from home rule? (Many cities are large and populous and would benefit from autonomy. Each city's structure could be different based on its needs.) **AL**

Caption Answer:
a city charter

Reading Check Answer: Cities are created after residents apply for and receive a city charter from the state legislature.

Differentiated Instruction

Economics Activity 4

Housing Booms

Since the 1970s, the United States has experienced the growth of suburban sprawl. Each growth has led to the expansion of metropolitan areas, or areas containing a central city and its surrounding suburbs. The U.S. Census Bureau defines areas with combined populations of more than 50,000 people as Metropolitan Statistical Areas.

One such metropolitan area is the central city of Washington, D.C., and its surrounding suburbs in the states of Virginia, Maryland, and West Virginia. In recent years, this metropolitan area, along with the United States in general, has experienced a housing boom.

During this housing boom, construction of new homes has increased and the price of new homes has also risen steadily. For example, in 1996, about 600,000 new one-family homes were sold in the United States. In 2005, that number had nearly doubled to about 1,200,000 homes. The first chart below shows the

changes in new home construction that have occurred in recent years.

One way the government measures the strength of housing markets is through the House Price Index (HPI). This index shows the change in home prices for one-family homes in the national and metropolitan areas. The second chart below shows the change in house prices for the United States and the Washington Metropolitan Statistical Area between 2000 and 2005.

The housing industry represents about 1 percent of the overall economy. The U.S. Census Bureau tracks the housing industry because that industry indicates how well the overall economy is doing. If the economy is doing well, the housing industry is doing well, too. If the economy is doing poorly, the housing industry is doing poorly, too. However, if the economy is doing poorly but new houses are being built, the overall economy may improve.

Number of New One-Family Houses Sold in the United States		Percentage of Change in House Prices, 2000–2005	
Year	Number of Houses	Year	United States
1996	712,000	2000	8.1%
1998	800,000	2001	6.5%
2000	915,000	2002	6.8%
2002	1,080,000	2003	7.8%
		2004	11.1%
		2005	13.0%

Economics Activity 4, URB pp. 5–6

Housing Booms

- Objective:** To see the housing market as an economic indicator
- Focus:** Analyze the information in the charts.
- Teach:** Discuss how new housing benefits the economy.
- Assess:** Write a paragraph explaining the House Price Index.
- Close:** Create a chart comparing the number of houses built in a Metropolitan Statistical Area.

Differentiated Instruction Strategies

- BL** Explain why major cities have surrounding suburbs.
- AL** Explain why housing prices are higher in Washington, D.C., than in other parts of the United States.
- ELL** Define the phrase “Metropolitan Statistical Areas.”

C Critical Thinking

Making Inferences Ask: **Why did most cities prior to the twentieth century use a mayor-council form of government?**

(The people wanted to make sure they had a voice in electing members of the council as well as their city's mayor and more control over local issues.) **OL**

S Skill Practice

Interpreting a Chart Ask students to explain what the arrow from the City Council box to the Mayor box represents in the weak-mayor system. (The arrow illustrates that the city council makes most of the decisions and defers to the mayor only when he or she needs to break a tie.) **OL**

For additional practice on this Skill (Interpreting a Chart), see the **Skills Handbook**.

Analyzing Charts

Answers:

- the weak-mayor system
- If the mayor appoints the heads of departments, they answer to him or her. If the department heads are answerable to the council, they have many bosses. This could lead to duplication of effort, uneven management, or favoritism.

Hands-On Chapter Project Step 1

Forming a Local Government

Step 1: Running for City Government Organize the class into two groups: a strong-mayor system and a weak-mayor system.

Directions Write the Big Idea on the board. Tell each group that they will choose two students to run for mayor, and four students

The Mayor-Council Form

Main Idea A common form of city government features an executive and a legislature.

Civics & You Can you name your mayor or a council member? Read to find out what these officials do.

Every municipal charter provides for the type of government the community will have. Today urban areas in the United States use one of three basic forms of municipal government. These are the mayor-council form, the commission form, and the council-manager form.

A Division of Power

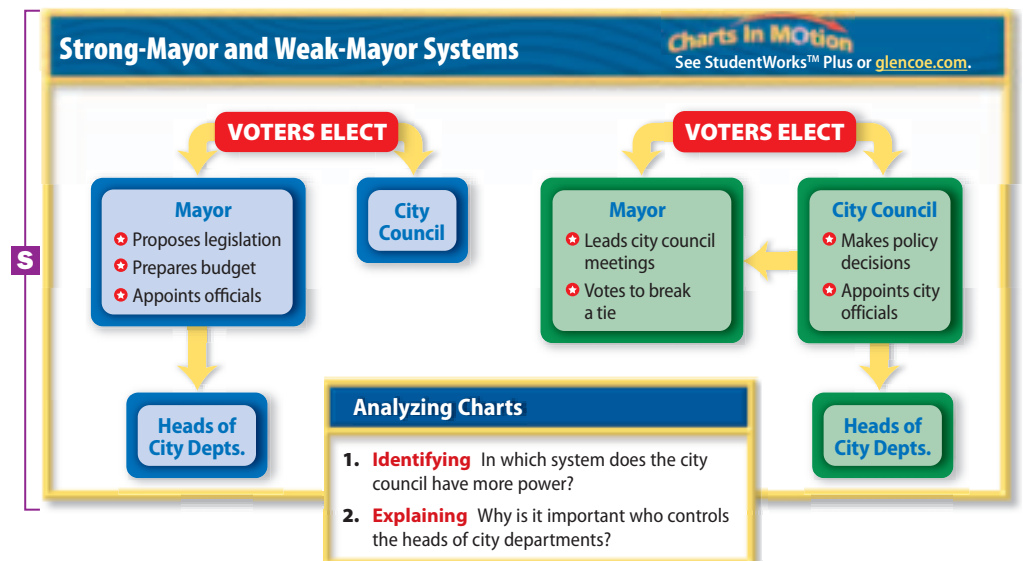
Until the early twentieth century, almost all American cities had a mayor-council form of government, which remains a common form of government today. It is the form of government preferred by the largest cities.

The mayor-council form follows the traditional concept of separation of powers.

Executive power belongs to a mayor, and legislative power to a council. Voters elect a mayor and the members of a city council. The mayor is the chief executive of the city government and is responsible for overseeing the operation of administrative offices. Often the mayor appoints the heads of departments, such as public works, planning, police and fire protection, and other offices.

The City's Legislature The council acts as the legislature, approving the city budget and passing city laws, which are usually known as **ordinances**. Most city councils have fewer than 10 members, who usually serve four-year terms. Some cities are divided into voting districts called wards. Each ward elects a representative to the city council. In other cities, some or all of the council members are known as members-at-large, elected by the entire city.

Strong Mayors Two main types of mayor-council government exist, depending on the power given to the mayor. These two types are the strong-mayor system and the weak-mayor system.



to run for city council. Only two members will be elected. Students not running for office will serve as campaign volunteers and help create posters, make a TV or radio ad, and write speeches to be presented to the class in Section 2.

Have students read current newspapers to learn about local concerns such as environ-

mental issues; educational issues; ambulance, firefighter, or police services; and so on. Within each group, one or two students will be reporters. They will write an article that outlines the pros and cons of each candidate. Each student in a group should have an assignment. **OL**

(Project continued in Section 2)

Most large cities operate under a **strong-mayor system**. The mayor has strong executive powers, such as the power to veto ordinances the city council passes, appoint various city officials, and write the city budget. Strong mayors tend to **dominate**, or control, city government because membership on the city council, even in large cities, is usually a part-time job. **Furthermore**, because council members are elected by wards, they focus on issues that are important to their parts of town. By contrast, a strong mayor usually works full-time, has assistants, and represents the entire city.

Weak Mayors Under a **weak-mayor system**, the mayor's authority is limited. The council, not the mayor, appoints department heads and makes most policy decisions. The mayor usually presides over council meetings but votes only in case of a tie. The weak-mayor system dates from the nation's earliest days. Former colonists, tired of the injustices they suffered at the hands of the British government, were **reluctant**, or unwilling, to grant any official too much power.

Successful Mayor-Council Governments The success of the mayor-council form of government depends to a large extent on the individual who serves as mayor. In the strong-mayor system, a politically skillful mayor can provide effective leadership. Under the weak-mayor plan, because official responsibility is in many hands, success depends upon the cooperation of the mayor and the council.

Reading Check Analyzing What are the mayor and council's roles in decision-making under a weak-mayor form of government?

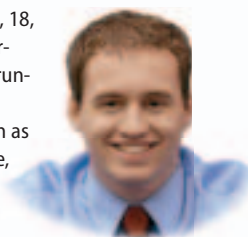
Civics ONLINE

Student Web Activity Visit glencoe.com and complete the Chapter 13 Web Activity.

TIME Teens in Action

A Mayor with Class

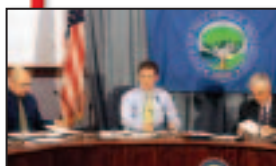
Michael Sessions, 18, has a new after-school activity: he is running a small town! Sessions was sworn in as the mayor of Hillsdale, Michigan, in 2005. He joined the race as a write-in candidate and beat the former mayor by just two votes.



The young mayor has been involved in politics ever since a fourth-grade trip to the state capitol in Lansing. But it was not until 2003, when his dad lost his job when the auto plant he worked for moved to Mexico, that Michael was moved to take action. "The people of Hillsdale are hard-working, and I knew I had to try to bring jobs here and retain them," he says. "I ran because I wanted to get involved."

When Sessions walks the halls of Hillsdale High School, kids greet him with "Hello, Mayor" and high fives. He is managing to keep a 3.25 GPA in courses that include Spanish, computer science, and accounting, while working as a part-time teacher's aide. All that, plus he is running a town with a \$20 million annual budget. "I'll be a student from 7:50 to 2:30," Sessions says. "And then I'll work on mayor stuff from 3 to 6."

Among his duties are signing off on the budget, running Hillsdale's city council meetings, and exercising emergency powers in the event of a crisis.



Sessions serving as mayor

Making a Difference

CITIZENSHIP

Explaining Why did Michael decide to run for mayor?

R Reading Strategy

Inferring Ask: Why are council members in large cities often part-time officials? (They are often prominent businessmen or women who have other jobs; city council jobs do not pay enough; there is not enough work for them to make it a full-time job.) **AL**

Reading Check

Answer: The mayor's role is to run the meetings and be a tiebreaker. The council's role is to appoint department heads and make policy.

Civics ONLINE

Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

TIME Teens in Action

Answer: He wanted to become actively involved in his community and help bring jobs to the people.

Additional Support

Teacher Tip

This activity requires students to understand local ordinances. Discuss that any proposed law must not conflict with state legislation. Explain that watchdog groups attend meetings to make sure civil liberties are not being violated.

Activity: Collaborative Learning

Identifying Central Issues Help students understand that the city council is one of the first places they can go to initiate a change. Divide the class into groups and have each group find out about a local ordinance, service, or issue that affects students personally. For example, does the city have a

curfew? Are students allowed to skateboard in the downtown? Can they be absent from school to attend a political demonstration? Are only two or three teens at a time allowed in small stores? Is loud music in a moving vehicle allowed? Have each group report its findings to the class. **OL**

C Critical Thinking

Drawing Conclusions Ask students to discuss the benefits of hiring a professional to create budgets and to manage departments rather than electing someone with political ambitions. **Ask:** *In what way can a hired manager be more efficient than an elected mayor?* (Students may say that a professional manager focuses on the job. He or she does not have to worry about promises made during elections or to try to please constituents. A professional who is hired does not owe anyone any favors.) **OL**

D Differentiated Instruction

English Learners Explain to students that candidates can be elected in two ways. They can be elected by the people whom they will represent within an area. (Only the people who live in that area can vote.) Or a candidate can be elected “at-large,” meaning that all the voters can vote and the candidate must represent all of those voters. **ELL**

American Biography

Answer:

He became the first Asian American to win elected office in New York City.

Additional Support

American Biography

John Liu (1967–)

In the Flushing, Queens, section of New York City, voters made history in 2001. They elected John C. Liu to represent their district on the City Council. Liu became the first Asian American to win elected office in New York City—or anyplace else in New York State. “We are in a new era,” Liu declared in his victory speech.



Liu, who describes himself as a “Flushing boy,” immigrated to Queens from Taiwan at age 5. He attended New York City public schools and, later, State University of New York, before taking a job at an accounting firm. Public service paved his way to the city council. Liu did volunteer work in junior high and high school. In

college, he took part in student government. As an adult, Liu worked to improve Flushing by forming community action groups.

As a member of the city council, Liu faced the task of not only representing Flushing but of uniting one of the city’s most diverse districts. In a post-election pep talk, Liu told supporters, “The issues facing this district affect us all, and we will solve these issues together.” As a member of the Council’s Committee on Education, Liu worked to raise standards in public schools and invest city resources in the students. He also instituted programs to fund high-tech upgrades to local schools.

Making a Difference

CITIZENSHIP

John Liu has lived most of his life and participated in public service in the New York City area.

Explaining How did Liu make history in 2001?

The Council-Manager and Commission Forms

Main Idea Two other local government types are the council-manager and the commission.

Civics & You Do you think a town can be run like a business? Read to find out what form of government adopts this idea.

C Two forms of government that started in the early 1900s are the council-manager and commission forms. The council-manager form of government is a popular form of city government today. When it first appeared in 1912, it was seen as a way to reform corrupt or inefficient mayor-council governments.

Under the council-manager form, the city council, as the legislative body, appoints the manager in much the same way that a school board might appoint a superintendent. The manager recommends a budget, oversees city departments, and deals with personnel matters. The manager reports to the council as a whole. The council can hire and remove the manager by a majority vote. Most managers have specialized training in areas such as budgeting, financial management, and planning.

D In many smaller cities with managers, council members are elected in **at-large elections**. This means they run in citywide elections rather than representing only one district. Some people believe this system forces members to consider the interests of the entire city instead of only looking out for the concerns of their own neighborhoods.

Activity: Collaborative Learning

Setting a Purpose Discuss that in many urban and suburban areas, citizens form groups to improve the quality of their neighborhoods. They may want to ensure that no businesses may move in, for instance. Have students find out about the bylaws, goals, and activities of a neighborhood association in their area. Students may want to attend

an association meeting and take notes on how the meeting was conducted. They might invite an officer to speak to the class about what they do and the process involved in making changes. If students live in an area with a neighborhood or homeowners’ association, have them read the restrictions and discuss what they mean with the class. **OL**

The Commission Form

The commission form of government was invented a few years before the council-manager form. Only a handful of cities continue to use it.

Executives and Legislators A commission government has no separation of legislative and executive powers. Instead, separate departments, each of which handles a different set of responsibilities, govern the city. Some of the most common departments are police, fire, finance, and health.

The elected heads of these departments, called commissioners, perform executive duties for their particular departments. They also meet together as a commission, with legislative power to pass city ordinances and make policy decisions.

Serious Flaws The commission form of municipal government developed after a devastating hurricane struck Galveston, Texas, in 1900. Thousands died and the city was nearly destroyed. City leaders decided that a commission government was the best way to handle the emergency.

Since that time, however, other cities have found that a commission government is not always efficient in running a city. Without clear leadership, a commission is often unable to set and meet goals. Each commissioner is likely to concentrate primarily on his or her own department, without considering the problems of the city as a whole.

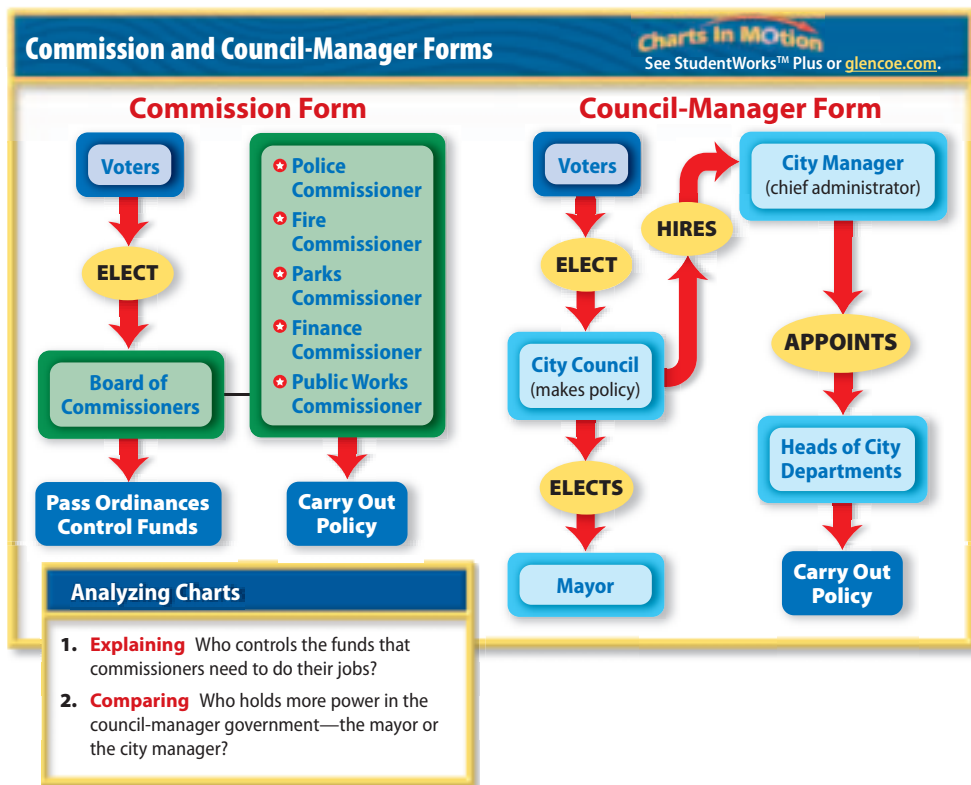
Recognizing its drawbacks, most cities that once used a commission system have switched to a council-manager or mayor-council form of government.

C Critical Thinking

Analyzing Ask students to state reasons why the commission form of government was successful in Galveston, Texas. Write their reasons on the board. Then discuss why this system of government would not be as effective on a routine basis. (Students may offer that in a crisis, a leader in each of those departments would know best what to do. There would be no red tape, and the people could do their jobs fast and efficiently. On a routine basis, there would be too many leaders which could cause confusion.) **OL**

W Writing Support

Personal Writing Have students reflect and write about meetings they have attended in school or in their communities. Have them answer the following questions: What kind of meeting was it? Was it productive? Who was in charge? What kind of system allows for more success in discussions? **OL**



Analyzing Charts

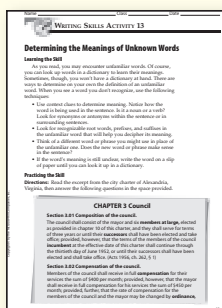
Answers:

- the board of commissioners
- the city manager

Differentiated Instruction

Leveled Activities

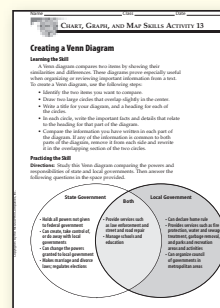
BL Writing Skills Activity 13, URB pp. 49–52



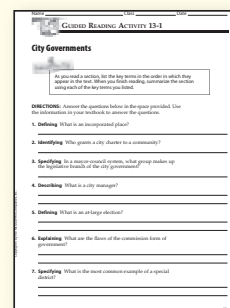
OL Biography Activity 13, URB pp. 47–48



AL Chart/Graph/Map Skills Activity 13, URB pp. 55–56



ELL Guided Reading 13-1, URB p. 63



R Reading Strategy

Defining Have students define “metropolitan area,” “city,” and “suburb.” (A *metropolitan area* includes the city and surrounding suburbs; a *city* is an urban area with a city charter; a *suburb* is a community that lies just outside of a city.) **BL**

Reading Check **Answer:** In a council-manager government, the executive powers go to the hired city manager. In a mayor-council government, the elected mayor has power.

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Write headings on the board: mayor-council, commission, and council-manager. Have students vote for and discuss which system of government is the most effective and why. **OL**

Section 1 Review

Other Units of Government

Two other important concepts in municipal government are the special district and the metropolitan area. The **special district** is a unit of government that deals with a specific function, such as education, water supply, or transportation. A board or commission, which may be elected or appointed, runs a special district. Special districts are the most numerous types of local government, because in some states several kinds of special districts overlap most cities. The local school district is the most common example of a special district.

R A **metropolitan area** is a central city and its surrounding suburbs. **Suburbs** are communities near or around cities. A metropolitan area may also include small towns that lie beyond the suburbs. The U.S. Census Bureau has an official name for urban concentrations made up of a central city and suburbs with a combined population of 50,000 or more—Metropolitan Statistical Areas.

Growing Suburbs In the United States since the 1950s, suburbs have expanded around central cities. As a result, often the suburban population has become much greater than that of the central city. For example, Detroit’s population dropped from nearly 2 million in 1950 to under 1 million in 2003, while its suburbs now have more than 3 million people.

The growth in population and the expansion of business in metropolitan areas have created problems in transportation, pollution, law enforcement, and land management. Some metropolitan areas have created a council whereby the central city joins with its suburbs to make area-wide decisions about growth and services, such as mass transit. Today, with fuel supplies and costs at issue, mass transit systems are under consideration in many cities.

Reading Check **Contrasting** How does the council-manager government differ from the mayor-council government?

Section 1 Review

Vocabulary

- Write** complete sentences related to city government: *incorporate, city charter, home rule, ordinance, strong-mayor system, weak-mayor system, at-large election, special district, metropolitan area, suburb.*

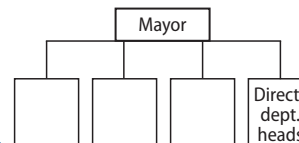
Main Ideas

- Describing** What is the purpose of city charters?
- Explaining** In the commission form of government, who holds legislative power?

- Explaining** Why was the council-manager form of city government developed?

Critical Thinking

- BIG Idea** If you created a city government, what form would you use and why?
- Identifying** Use a graphic organizer like the one below to identify the duties of a mayor in a strong-mayor government.



CITIZENSHIP Activity

- Expository Writing** What is an important issue in your community that you would like to bring before the city council for action? What kind of action would you recommend that the council take? Write a letter to the council addressing the issue.

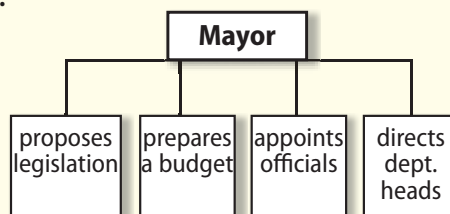


Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- It grants power to a local government, describing a city’s type of government, structure, and powers.
- the board of commissioners
- to reform corrupt and ineffective mayor-council governments
- Answers will vary. Students should explain their choices.

6.



- Letters should mention a community issue and suggested action to take.

Guide to Reading

Big Idea

People form governments to establish order, provide security, and accomplish common goals.

Content Vocabulary

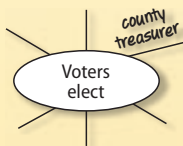
- county (p. 384)
- county seat (p. 384)

Academic Vocabulary

- levy (p. 385)
- estimate (p. 386)

Reading Strategy

Identifying As you read, identify the county officials elected by voters in most counties on a graphic organizer like the one below.



County Governments

Real World Civics Counties provide many enjoyable moments and services to their residents—especially the elderly. County departments that serve seniors often have Web sites that allow residents to browse through a list of helpful resources such as long-term care facilities, transportation options, hotlines, and other services. County departments also provide access to information about laws that affect the lives of seniors. In addition, counties provide a wealth of recreational outlets for older citizens, from field trips to classes that offer lifelong learning opportunities.

▼ Seniors share activities at a county-run senior center

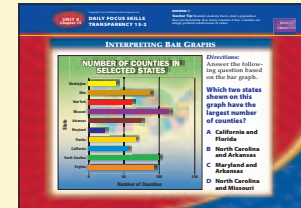


Focus



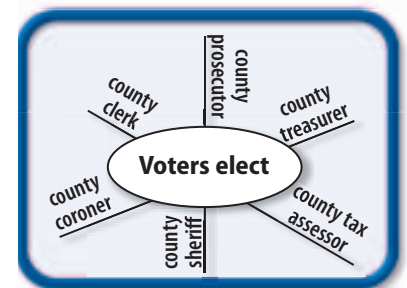
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Daily Focus Transparency 13–2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about county governments, have students watch the Section Spotlight Video for this section.

Resource Manager

R Reading Strategies	C Critical Thinking	D Differentiated Instruction	W Writing Support	S Skill Practice
Teacher Edition <ul style="list-style-type: none"> • Explaining, p. 385 • Identifying, p. 386 Additional Resources <ul style="list-style-type: none"> • Cont. Vocab., URB p. 43 • Ac. Vocab., URB p. 45 • Guid. Read., URB p. 64 • RENTG, p. 126 	Teacher Edition <ul style="list-style-type: none"> • Comparing, p. 386 Additional Resources <ul style="list-style-type: none"> • Crit. Think., URB p. 53 • Quizzes and Tests, p. 153 	Teacher Edition <ul style="list-style-type: none"> • Interpersonal, p. 384 Additional Resources <ul style="list-style-type: none"> • School-to-Home Conn., URB p. 59 • Graphic Novel, p. 45 • Teacher's Guide to Differentiated Instruction, p. 17 	Teacher Edition <ul style="list-style-type: none"> • Descriptive Writing, p. 385 Additional Resources <ul style="list-style-type: none"> • Cit./Dec. Making, URB p. 3 	Teacher Edition <ul style="list-style-type: none"> • Using Geo. Skills, p. 384 Additional Resources <ul style="list-style-type: none"> • Daily Focus Trans., 13–2

Teach

S Skill Practice

Using Geography Skills Have students use a county map of your state to identify the number of counties, the largest county, the smallest county, and the county in which they live. Students who live in Connecticut and Rhode Island should research why their states are not divided into counties. **OL**

D Differentiated Instruction

Interpersonal Have students attend a county board meeting and describe the courthouse, how business was conducted, and the items that were discussed. **OL**

Caption Answer:

The county sheriff can travel outside city limits and manage county jails.

✓ Reading Check **Answer:** They were located in towns most people could reach and return home by horse and buggy within one day.

Hands-On Chapter Project Step 2

Forming a Local Government

Step 2: Investigating County Officers' Jobs Groups from Step 1 will present posters, ads, and make speeches for the class. Have all students vote for candidates in each group and announce the winners.

Directions Have students break into the two groups again. This time, each group will research the jobs of county officials: county treasurer, sheriff, tax assessor, district attorney, coroner, and county clerk. Have groups



Protection and Safety County sheriffs provide protection and enforce laws meant to keep residents safe. Highway patrol is one protection. **Speculating** Why do you think it is necessary to have county sheriffs in addition to city police?

Organization

Main Idea The nation's more than 3,000 counties show great variety in size, population, and government.

Civics & You Have you ever had to call 911 or buy a license for your dog? Read to find out what level of government handles these activities in most states.

The **county** is normally a state's largest territorial and political subdivision. The U.S. Census Bureau recognizes more than 3,000 counties or countylike units in the nation. All states, except Connecticut and Rhode Island are divided into counties. There is great variety among American counties. Los Angeles County, California, for example, has about 10 million residents, while 67 people live in Loving County, Texas, according to the 2000 census. San Bernardino County, California, has more land area than the states of Vermont and New Hampshire combined. Texas has 254 counties, and Delaware and

Hawaii have 3 each. Alaska and Louisiana do not even use the word *county*. In Alaska, counties are called boroughs; in Louisiana, they are known as parishes.

What Is a County Seat?

When many Midwestern and Southern states were mapping out counties during the nineteenth century, officials were concerned that all citizens would have access to county services. The idea was that residents who lived in the farthest corners of a county should be able to get to the county courthouse and back by horse and buggy in the same day. That is why states in these regions have so many relatively small counties. The county courthouse was the center of government, serving as a headquarters for law enforcement, record keeping, and road construction as well as courts. The towns where the county courthouse is located are called **county seats**.

✓ Reading Check **Explaining** How were county seats originally chosen?

prepare a bulleted list of employment requirements for each position. Students may search the Internet and call county offices to find out about officials' responsibilities and qualifications. Have groups discuss their results and state if any of these positions would interest them as possible career choices. Encourage groups to invite a county officer to visit the class to discuss job opportunities. **OL**

(Project continued in Section 3)



Functions

Main Idea County governments perform many different duties and provide an array of services to residents.

Civics & You What does the word *sheriff* mean to you? Read to find out what a modern-day sheriff does.

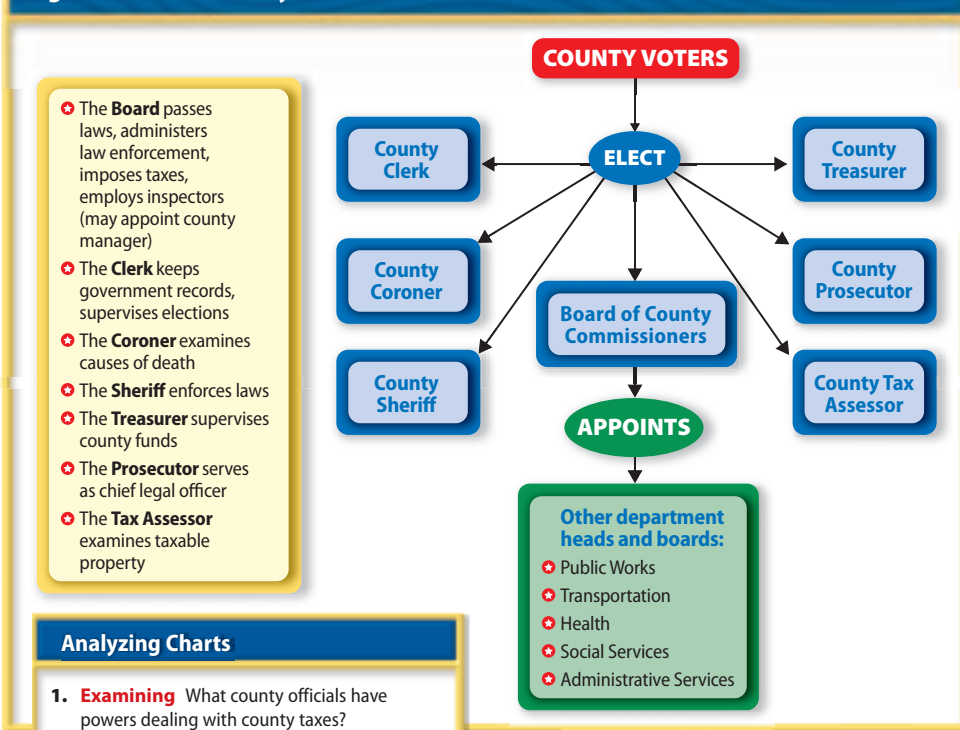
W With modern transportation and the growth of cities, county government has changed. In some areas, cities now provide many of the services that counties once handled. However, county governments have

grown in importance and assumed functions that city governments once handled, from sewer and water service to mass transit systems.

Who Runs a County?

A board of three to five elected commissioners, or supervisors, governs most counties. Most board members serve four-year terms. The board acts as a legislature, adopting ordinances and the annual budget, **levying** taxes, and enforcing laws. County governments have a variety of organizations. These include the commission-manager, commission-elected executive, and strong commission forms.

Organization of County Government



Analyzing Charts

- Examining** What county officials have powers dealing with county taxes?
- Analyzing** What is the difference in jobs between those county officers elected and those appointed? Who has more responsibilities?

Writing Support

Descriptive Writing Have students write two paragraphs. In the first paragraph, have students describe the many services that city dwellers need. In the second paragraph, have them describe services that people rely on in rural areas. **OL**

Reading Strategy

Explaining Point out the word "levying." Tell students that in this sentence, levy is a verb, which means "to impose a fine or tax." **Ask:** Do tax assessors always collect the taxes they levy? (No; sometimes people do not pay their taxes.) **BL ELL**

Analyzing Charts

Answers:

- the treasurer and tax assessor
- The elected officers govern the county. The appointed officers manage specialized departments. The elected officers have more responsibilities because their job descriptions are broader.

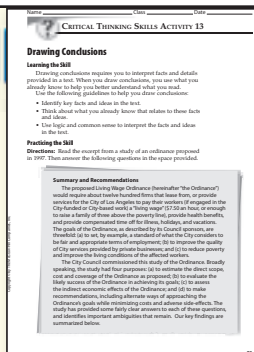
Differentiated Instruction

Drawing Conclusions

- Objective:** To draw conclusions about an ordinance proposal
- Focus:** Interpret information about the cost of living, minimum wage, and taxes.
- Teach:** Discuss how wage increases affect all citizens.
- Assess:** Develop a plan to help the workers and the businesses.
- Close:** List the pros and cons of the ordinance.

Differentiated Instruction Strategies

- BL** List two reasons workers need a pay raise.
- AL** Write a letter to the editor supporting or opposing the ordinance.
- ELL** Draw a flowchart illustrating the proposals of the ordinance.



C Critical Thinking

Comparing Ask: How have county governments become more like city governments? (As more people move to rural areas, the responsibilities of the officers have grown. Some have decided to appoint a county manager.) **AL**

R Reading Strategy

Identifying Ask: What does a DA do? (investigates crimes, brings charges, and prosecutes cases in court) **OL**

Reading Check Answer: a board of three to five elected county commissioners

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Summarizing Have students write a brief summary stating the services their county provides to its citizens. **OL**

Section 2 Review

Like a City—but Different As their responsibilities have grown, many counties have adopted a form of government in which the county board operates only as a legislature. In some cases, the board of commissioners appoints a county manager, who acts much like a city manager in running the county government.

In other cases, counties have created a new elective office, that of a chief administrative official. This person, often called the county executive, handles all executive responsibilities. Whether appointed or elected, the county manager or executive appoints top officials and manages the organization. The board of commissioners functions alongside this leader, but only as a legislative body.

Sheriffs, DAs, and More

Separately elected officials run some county administrative offices. The sheriff is a county's chief law enforcement officer. The sheriff's department enforces court orders and manages the county jail. In some

counties, the sheriff's department shares law enforcement duties with a separate police department. The district attorney (DA) is the county's prosecutor. The DA investigates crimes, brings charges against suspected lawbreakers, and prosecutes the cases in court.

Other county functions are led by officials who may be appointed or elected. The assessor examines all taxable property within the county and **estimates**, or approximately values, how much it is worth. The county's property tax is based on the assessor's estimate. The county finance director or treasurer supervises the county's funds. An auditor makes sure that the county's money is spent within the requirements of state and local law. A county clerk keeps official government records. A coroner works closely with the police department to establish the causes of unusual or suspicious deaths.

Reading Check Identifying What body governs most counties in the United States?

Section 2 Review

Vocabulary

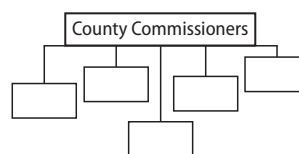
- Write** complete sentences related to county government using the following terms: *county, county seat.*

Main Ideas

- Explaining** Why are counties relatively small in the South and Midwest?
- Identifying** Many counties today provide services that cities used to handle. What are some services counties often provide today?

Critical Thinking

- BIG Idea** Do you think the United States needs both city and county governments today? Give reasons to support your answer.
- Identifying** In a graphic organizer like the one below, list the other boards the county commissioners appoint.



CITIZEN Activity

- Expository Writing** Should a county executive be elected or appointed? In a one-page paper explain the advantages and disadvantages of the two methods.

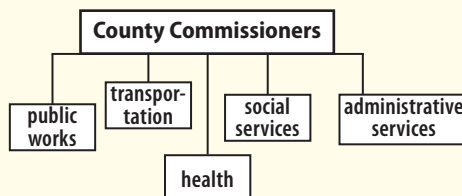


Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- They were designed long ago so that residents in the farthest corners of the county could travel to and from the county courthouse in one day.
- sewer and water service, mass transit systems, health and social services
- Answers will vary. Students should provide reasons for their positions.

5.



- Essays should include advantages and disadvantages of both methods. Suggest that students use a graphic organizer, such as a T-chart, to help solidify their ideas before they begin writing.

Guide to Reading

Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

Content Vocabulary

- town (p. 388)
- town meeting (p. 388)
- township (p. 389)
- village (p. 390)

Academic Vocabulary

- complex (p. 389)
- similar (p. 389)
- decline (p. 390)

Reading Strategy

Identifying As you read, name the different forms of government below the county level by completing a graphic organizer like the one below.



Towns, Townships, and Villages

Real World Civics Neither snow nor hail nor sleet can stop the people of Woodbury, Vermont, from casting their votes in a town meeting. The citizens here have a history of participation in local government that started in 1806. The town meeting provides a forum for community members to voice their feelings on matters ranging from local issues—such as school budgets—to world events. Vermonters are known for their strong sense of civic duty as well as military service during wartime, dating back to the Revolutionary War.

▼ Citizens of Woodbury, Vermont



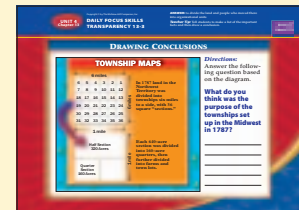
387

Focus



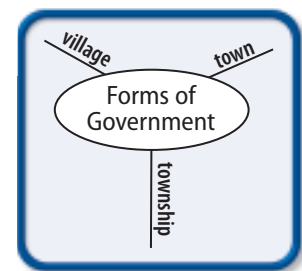
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Daily Focus Transparency 13-3



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about towns, townships, and villages, have students watch the Section Spotlight Video for this section.

Resource Manager



Reading Strategies

Teacher Edition

- Identifying, p. 388

Additional Resources

- Cont. Vocab., URB p. 43
- Ac. Vocab., URB p. 45
- Guid. Read., URB p. 65
- RENTG, p. 129
- Foldables, p. 75



Critical Thinking

Teacher Edition

- Comparing, p. 388

Additional Resources

- Quizzes and Tests, p. 154



Differentiated Instruction

Teacher Edition

- Visual/Spatial, p. 389

Additional Resources

- School-to-Home Conn., URB p. 59
- Reteach. Act., URB p. 61
- Graphic Novel, p. 45



Writing Support

Teacher Edition

- Expository Writing, p. 390

Additional Resources

- Cit./Dec. Making, URB p. 3



Skill Practice

Teacher Edition

- Using Geo. Skills, p. 390

Additional Resources

- Daily Focus Trans., 13-3
- Pol. Cartoons Trans. 13

C Critical Thinking

Comparing Ask: Which is smaller, a county or a town? (a town) **BL**

R Reading Strategy

Identifying Ask: What is the purpose of a town meeting? (to discuss and make important decisions that affect the town's citizens) What topics are discussed at town meetings? (local ordinances, taxes, and budgets) **OL**

Caption Answer:

Everyone wants the opportunity to voice his or her opinion and to assist in creating policy, as there are no representatives to do it.

Town Government

Main Idea New England town government is one of the oldest forms of government in the United States.

Civics & You Think about a meeting you attended recently. Was it well organized and productive? Read to learn about a meeting that served as a government.

In 1654 a group of men in Sudbury, Massachusetts, gathered to discuss how to divide the land. The town has seen many changes since that day, but some things have not changed. Today people in Sudbury still meet to discuss issues.

Towns in New England

Just as most states are divided into counties, counties are often divided into smaller political units. In the New England states, these units are called **towns**. In many other states, especially in the Midwest, they are

called townships. Like county and city governments, town governments receive their authority from the state.

The relationship between town or township governments and their surrounding counties varies. In New England, town governments handle the needs of most small communities, while counties are mainly judicial districts. In all other states that have townships, county and township governments share authority. County governments tend to be more important in the South and the West where there may be no townships.

New England town government is one of the oldest forms of government in the United States. In early **town meetings**, citizens—rather than elected representatives—made the important decisions. Town meetings are an exercise in direct democracy—as opposed to the representative democracy common throughout most of the United States. Residents in New England still come together once a year to discuss and vote on local ordinances, taxes, and budgets.

Citizens Speak A town meeting in Grafton, New Hampshire, is held in a fire station because of the huge crowd. **Hypothesizing** Why do you think so many people want to attend town meetings?



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Differentiated Instruction

CITIZENSHIP AND DECISION-MAKING ACTIVITY 4

Getting to Know Local Government

Why It Matters

Local governments provide many of the services that affect citizens' daily lives, such as law enforcement and the protection, public libraries, and neighborhood parks. Understanding how these local governments work can help citizens make improvements or changes to their community.

Background

All types of government in our country have two things in common: they create and enforce laws, and they provide services for the people who live within their jurisdictions.

Each of the states different types of local government is set up differently. The area may be different from the ordinance and laws of a city or a town.

If you live under a county jurisdiction, you may receive a different level of law enforcement than someone who lives in a township town that provides its own services. Sometimes it is difficult to determine exactly what laws apply to you or which services your town or city provides.

Questions to Consider

Directions: Answer the following questions on a separate sheet of paper.

Local Government in the United States		
Type	Number of Units	Number of Employees
County	3,124	2,725,000
Municipal	19,429	2,072,000
Town or Township	14,924	400,000

Source: U.S. Census Bureau, 2007 Census of Governments

Making Connections: Getting to Know Local Government

Objective: To create a brochure about local government

Focus: Discuss the services provided by local government.

Teach: Review how local ordinances vary in different towns.

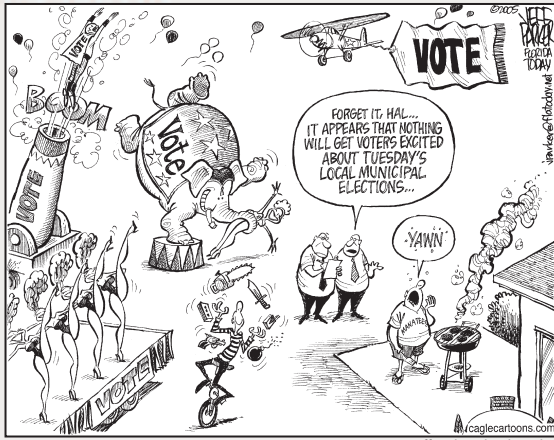
Assess: Have students present their brochures.

Close: Write a paragraph describing new information discovered while creating the brochure.

Differentiated Instruction Strategies

- BL** List two services your local government provides.
- AL** Write a short paragraph highlighting qualities of those who work in your local government.
- ELL** Name one important ordinance in your town.

TIME Political Cartoons



In this image, cartoonist Jeff Parker focuses on turnout for local elections.

1. Whom do the two men wearing neckties represent?
2. What do all the performers symbolize?
3. How is the voter depicted?
4. What do you think explains the voter's attitude?

D Differentiated Instruction

Visual/Spatial Have students draw a graphic organizer or a drawing that illustrates the differences between a town, township, and a village. Have students use keywords or phrases to help explicate their drawings. **OL**

TIME Political Cartoons

Answers:

1. The men represent campaign workers or elections officials.
2. The performers symbolize all the media efforts used to get voters to go to the polls to vote.
3. The voter is depicted as bored, inattentive, and apathetic.
4. Answers may vary, but students may say the voters are only concerned about private matters or that voters have become immune to an overexposure to ads and campaign efforts.

Reading Check **Answer:** They are a form of direct democracy in which community residents meet to discuss public policy.

Hands-On Chapter Project Step 3

Limitations Because town meetings occur so rarely, they are useful only for broad policy making, not the everyday details of government. So each New England town elects a group of officials called “selectmen” to run local government. Selectman, a very old title, now applies to women as well as to men. Towns may also elect executives such as a clerk and a treasurer.

Over the years, as New England towns grew and their governments became more **complex**, or involved, direct democracy became impractical. Some New England towns have replaced the traditional town meetings with representative town meetings. In these meetings, elected representatives make the decisions instead of the people as a whole. Other towns have eliminated the meetings altogether and instead have a town council that runs the local government.

Reading Check **Defining** What are town meetings?

Townships and Villages

Main Idea Townships and villages are the smallest units of local government.

Civics & You Did you know that there are villages all over America? Read to find out more about this type of government.

D New York, New Jersey, and Pennsylvania were organized somewhat differently from New England. Their counties are divided into **townships**, which are smaller than New England towns but have **similar**, or almost the same, governments.

As the United States expanded westward, it acquired new land. Congress divided the land into uniform square blocks, usually six miles wide and six miles long—originally designed to be an hour’s buggy ride to the township hall for any resident.

Forming a Local Government

Step 3: Holding a Town Meeting Have students return to their original groups. Students will conduct a town meeting, discussing policies or rules that relate to the classroom or their school.

Directions Write the Big Idea on the board. Have one group create an agenda, a list of

topics that concern the class or school rules and/or policies. Have the other group create a town hall meeting poster that tells when and where the meeting will take place. Once the meeting begins, both groups will elect a moderator, a person to help direct the meeting when it gets off topic. Also assign a secretary, a person to take notes on the board and to count votes.

Summary At the end of the meeting, have students discuss the pros and cons of town meetings. **Ask:** Is a direct democracy or a representative democracy more efficient? **Why?** **OL**

(Project continued on the Visual Summary page)

W Writing Support

Expository Writing Have students research a nearby village and write a brief history of it and its current leaders. **OL**

S Skill Practice

Using Geography Skills Have students draw a map of your state and identify large cities, and several villages and discuss the location of them to each other. **OL**

Reading Check **Answer:** to get better services and to upgrade the community's status

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review.

Close

Identify Have students create note cards that describe the details of a town, a township, and a village and discuss why they seldom use direct democracy. **BL**

Section 3 Review

Responsibilities As settlers moved west, they set up local governments called civil townships. Midwestern townships kept the borders established by Congress, so today many appear perfectly square on a map.

Most townships elect a small body of officials known as a township committee, board of supervisors, or board of trustees. They have legislative responsibilities and usually hold regular meetings citizens may attend.

Townships have **declined**, or become less, in importance as cities and counties have taken on more of township functions. In some instances, county and township governments work together to provide local services.

Village Government

A **village** is the smallest unit of local government. Villages almost always lie within the boundaries of other local governments, such as townships or counties. Communities with small populations often have no need for their own government; county or township governments provide for most of their needs. Occasionally, however, community members may be dissatisfied with the

services the county provides, or they may want to set up their own school system. In that case, they may organize the community as a village and request permission from the state to set up a village government.

The Village Board The government of most villages consists of a small board of trustees elected by the voters. Some villages also elect an executive. This official is known as the chief burgess, president of the board, or mayor. Large villages might hire a professional city manager. The village board has the power to collect taxes and to spend money on projects that benefit the community, such as maintaining streets or sewer and water systems.

Advantages and Disadvantages The main drawback of becoming a village is that residents often have to pay higher taxes to support the extra layer of government. In return, however, they usually receive better services. Becoming a village also tends to upgrade the community's status, making it more attractive to visitors and potential new residents and businesses.

Reading Check Explaining What is an advantage in setting up a village government?

Section 3 Review

Vocabulary

- Explain** how the following terms differ: *town*, *town meeting*, *township*, *village*.

Main Ideas

- Describing** How did town government begin in the United States?
- Explaining** What are the basic responsibilities of village government?

Critical Thinking

- BIG Idea** If you lived in a small community, would you support the establishment of a village government? Why or why not?
- Comparing** On a Venn diagram like the one below, compare township and village governments.



CITIZEN Activity

- Expository Writing** Do you think that too many smaller local governments, such as townships and villages, in an area reduces or improves the quality of services residents receive? Explain your answer in a short paper.



Study Central™ To review this section, go to glencoe.com.

Answers

- Comparisons should use vocabulary words according to their definitions in the section and in the Glossary.
- It began when a group of men in Sudbury, Massachusetts, met to discuss how to divide their land.
- A village government works on improving services or projects that will help the community and may set up their own school district.
- Answers will vary. If no, students may say vil-

lage government requires higher taxes. If yes, students may say a village can offer better services.

- Township:** borders established by Congress, citizens elect small body of officials; **Both:** receive authority from state, small units of government; **Village:** lies within boundary of township or county, people elected board of trustees, an executive oversees board, has power to collect taxes

- Essays will vary. Some students may say more layers of government do not improve services; in fact, it just makes them more expensive because of higher taxes. Others may say that smaller governments are effective in providing services to people who might otherwise not get them.

Visual Summary

Local Government

- Local governments provide many important services.
- When residents of a community find some particular reason to organize legally, they seek to incorporate a municipality, which may be called a village, city, or town.

City Governments

- Cities develop local governments when they are granted special legal status by the state legislature through incorporation.
- The major forms of city government are the mayor-council form, the council-manager form, and the commission form.



Buying a house in a town

- A special district is a unit of government created to deal with a specific function, such as education or transportation.
- A metropolitan area is a central city and its surrounding suburbs.

County Governments

- County governments were first set up to provide a few basic services that residents could not provide for themselves.
- The responsibilities of a county are usually determined by the state constitution and state laws.

Towns and Villages

- Counties are often divided into smaller political units. These units are called towns or townships.
- A village is the smallest unit of local government.



Fire departments serve townships

Cityscape of Chicago, Illinois



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Visual Summary 13

Listing Have students work with a partner and use their Foldables and notes to create a chart like the following:

	Strong-Mayor	Weak-Mayor	Commission Form	Council-Manager Form
Mayor	Elected, Prepares budget			
City Council				
Dept. Heads				
Board of Commissioners				
City Manager				

Have students display their charts and provide an explanation to the class. **OL**

Diagramming Have students create a diagram of a county government. Students may use the diagram on page 385 as a springboard to create their own visual. **OL**

Descriptive Writing Have students describe a small town or village they have visited, read about, or seen on television. Have them use sensory details to describe what they saw or heard in the town. Did the town appeal to them? Did they find it too old-fashioned? What kinds of issues were people talking about? What made the town memorable? **AL**

Hands-On Chapter Project

Step 4: Wrap-Up

Forming a Local Government

Step 4: Discussing the Democratic Process Groups analyze the process of forming local governments.

Directions Have students return to their original groups. Let them discuss what they enjoyed about city government and what they felt could be improved. Students

should also discuss the different people that help run a county and what the town meeting accomplished.

Once the groups have analyzed local governments in action, have them create a bulleted list, noting what they liked about city and town governments and what they felt was frustrating. **OL**

Answers and Analysis

Reviewing Vocabulary

1. D In this question, students may choose B, home rule because they might associate rules with laws. They have also seen the phrase “city charter” and may mistakenly choose C.

2. C Choices A, B, and D all deal with geographical areas, not units of government.

3. B Choices A, B, and D all deal with geographical areas. A suburb is not a large territorial subdivision, and a metropolitan area consists of a city and the surrounding suburbs.

4. A This question will require that students know the difference between a town, a village, and a township and which are most prevalent in New England. Most students will be able to eliminate C, a city, as it is not a small community.

Reviewing Main Ideas

5. B This question is challenging, as students need to know how each form of government functions. In the commission form, each commissioner heads a major department. In the strong-mayor system, the mayor appoints department heads. In the council-manager form, the city manager appoints department heads.

6. C This question requires that students read carefully. They may choose B, thinking the question is asking about a document that grants power to a local government. It is the state constitution, and not the U.S. Constitution, that establishes the power and duties of local government, although the Constitution is the supreme law of the land.

7. B This question requires that students recall details about individual states. Texas has many counties of varying sizes. California has some counties with millions of people, and the counties in Louisiana are called parishes.

TEST-TAKING TIP

When taking an exam, follow instructions exactly.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- A city law is known as a(n) _____.
A council **C** charter
B home rule **D** ordinance
- A unit of government that deals with a specific function is called a(n) _____.
A suburb **C** special district
B county **D** metropolitan area
- A state’s largest territorial and political subdivision is normally a(n) _____.
A suburb **C** special district
B county **D** metropolitan area
- _____ governments handle the needs of most small communities in New England.
A town **C** city
B village **D** township

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp. 376–382)

- In which form of city government does the city council appoint department heads?
A commission form
B weak-mayor system
C strong-mayor system
D council-manager form
- What has established the power and duties of most local governments?
A home rule
B city charters
C state constitutions
D the United States Constitution

Section 2 (pp. 383–386)

- Which state has boroughs rather than counties?
A Texas
B Alaska
C California
D Louisiana
- Which county official enforces court orders?
A sheriff
B coroner
C assessor
D district attorney

Section 3 (pp. 387–390)

- What are New England town meetings used for?
A trying civil cases
B governing day-to-day
C making general policy
D electing representatives
- Which of the following is the smallest unit of local government?
A city
B village
C township
D board of trustees

GO ON 

8. A Students must recall the job requirements of each county official. The coroner establishes the cause of suspicious deaths. The assessor examines taxable property. The district attorney charges and prosecutes lawbreakers.

9. C Students need to remember that the town meeting is the oldest form of government in the United States. Given that the public participates in town meetings and that they occur rarely, students should conclude that people are there to make policy concerning their town.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the cartoon below and your knowledge of Chapter 13.



11. Based on the cartoon and facts in Chapter 13, who most likely enacted the ban in the headline?
- A a city council
 - B a county sheriff
 - C a county assessor
 - D a board of trustees
12. Which of the following statements best reflects the cartoonist’s viewpoint?
- A He objects to the ban on cell phone use.
 - B He thinks the ban will prevent accidents.
 - C He is undecided about the need for the ban.
 - D He believes citizens should know local laws.

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow.

The following passage is from the 2006 State of the City address by Salt Lake City’s Mayor Ross C. “Rocky” Anderson.

In its 6th edition, Places Rated Almanac rated Salt Lake City as the best place to live in North America. That is as true today as in 1999, when the rating was published. As part of a dazzlingly vibrant and diverse community, we benefit from a strong economy and myriad cultural and artistic opportunities. With its captivating scenery, brilliant vistas, and incomparable recreational opportunities, Salt Lake City has long been an international destination for outdoor enthusiasts. We are unique in having such convenient access to so many remarkable, different aspects of life.

People around the country are taking note of our extraordinary quality of life. Just a few months ago, Outside magazine listed Salt Lake City as one of 18 “new American Dream Towns.” The Sierra Club commended our efforts to preserve the character of our neighborhoods and prevent sprawl development. Moreover, Men’s Health magazine named Salt Lake City the most smoke-free city in the country, and ranked Salt Lake City as the 5th best city in the nation for men, with an A+ ranking.

—Mayor Ross C. “Rocky” Anderson

13. What qualities do the mayor, magazines, and the Sierra Club attribute to Salt Lake City?
14. How might these qualities benefit the city’s economy?

Extended-Response Question

15. Compare and contrast the strong-mayor and weak-mayor systems of city government. Mention a benefit of each system.



Civics ONLINE

For additional test practice, use Self-Check Quizzes—
Chapter 13 on glencoe.com.

Need Extra Help?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
If you missed question...															
Go to page...	378	382	384	388	378	377	384	386	388	390	378	378	378	378	378

10. B Students must recall that a village is the smallest unit of government and that it lies within a township or county. The only challenging distractor is C, and students must recall that a township refers to a division of property in New York, New Jersey, and Pennsylvania.

Critical Thinking

11. A This question requires that students assess the situation in the cartoon. A man is reading the headlines and comments that it is “ridiculous.” They must notice that the

newspaper is from New York and notice the city skyscrapers. Based on these details, students can eliminate choices B–D. A city council is the body that sets ordinances in large cities.

12. B The student should focus on the car. If the cartoonist thought the ban was objectionable, the driver would **not** be driving carelessly. The cartoonist does have an opinion: based on his depiction of the driver, he thinks the ban is a good idea. Choice D is a misreading of the cartoon.

STANDARDIZED TEST PRACTICE

Document-Based Questions

13. Students’ answers will vary. Possible answers are a strong economy, cultural and artistic opportunities, captivating scenery, brilliant vistas, incomparable recreational opportunities, extraordinary quality of life, neighborhood preservation, restrictions on sprawl, and smoke-free zones.

14. Students’ answers will vary. A possible answer is by attracting tourists, retirees, businesses, and artists to Salt Lake City.

Extended Response

15. Students’ comparisons and contrasts will vary. Look for supporting details from the chapter.

Civics ONLINE

Have students visit the Web site at glencoe.com to review Chapter 13 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.